

OM 2-7

Office Memorandum • UNITED STATES GOVERNMENT

TO : Director of Training

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DATE: 23 February 1960

FROM : Chief, Management Training Faculty

25X1A9a SUBJECT: Conversations with [REDACTED] IG's Representative

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1. [REDACTED] spoke with me, [REDACTED] on 25X1A9a
3, 15, and 17 February respectively. [REDACTED] picked up the information from [REDACTED] 25X1A9a
first job as a representative of [REDACTED]
impressed the three of us as a very pleasant, interested gentleman
whose concern appeared in no way to be limited specifically to what
this faculty is doing. For example, he and [REDACTED] spent most of 25X1A9a
their time together discussing Agency-wide problems of management.
As Jim has been with us such a short time, most of what he had to
say was based on observations gleaned from his former assignment in
the Office of Personnel. Speaking in broad terms, Jim offered the
opinion that CIA clearly has problems related to size, discreteness
of functions, rapid growth, earlier promotion policies and coordination
of effort with other organizations.

2. Jim, Seymour and I agree that [REDACTED] was not discernibly 25X1A9a
leading the discussions into or along any particular channels. The
topics in which he seemed to be most interested, as indicated by the
fact that he encouraged all three of us to go into some detail on
these were the following.

a. Method of establishing course content.

[REDACTED] wondered whether our "customers" had sufficient 25X1A9a
opportunity to tell us what content ought to be in the courses. We
believe that we were able to explain to him that although we have
no formal mechanism whereby we are officially told what we should
teach, that we achieve an acceptable blend by relying on student
critiques, informal conversations with numerous friends here and there
in the Agency and our own judgment based on constant scanning of
sources. We tried, successfully we think, to point out that the
"customers," being unfamiliar with the whole field of management
research, experimentation and writing, tend to emphasize those parts
of the field of immediate concern to them and, as these immediate
concerns vary from office to office and time to time, tend to offer

JOB NO. BOX NO. FLD NO. DOC NO. 5 NO CHANGE
IN CLASS/ (DECLASS) /CLASS CHANGED TO: TS SECRET JUST 22
NEXT REV DATE 10 REV DATE 10 REVIEWED 10 TYPE DOC 02
NO. PGS 3 CREATION DATE 10 ORG COMP II CPL II ORG CLASS S
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conflicting advice to some degree. [REDACTED] appeared to accept our explanation and to be satisfied that we do not attempt to rely exclusively on our own judgment in determining content. 25X1A

b. Managerial qualifications of the faculty.

We pointed out that the optimum would probably be a mixture of varied level and type of managerial job combined with a sufficiently varied experience in teaching to be able to apply effective educational methods to classes which differ materially in education, intellectual ability, work experience, interest, and so forth. We also pointed out that people answering this description were not easy to find. We further indicated that the ability to handle the class so that the members put themselves actively into the educational experience tends to make up significantly for the fact that none of us has worked as a member of top management anywhere.

c. Relative lack of attendance by DD/P personnel.

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We told [REDACTED] that we felt the problem here was the belief by most DD/P people, including those who have attended the regular courses, that what they think management is and what we discuss in our courses are quite different things. Oriented to "operations" as they are, the DD/P folks find little to attract them in our courses. Furthermore, much of what we cover is also covered, in one way or another, in the operations courses and in the specific context of operations.

d. Evaluation of student performance and use of the courses to "select" managers.

We pointed out the problem of setting standards and the fact that very few organizations place any reliance at all on the validity of classroom observations as a way of selecting future managers from people who are presently not managers. While there are some people who claim that such selection can be made and relied upon, they have yet to prove their contention which remains based on theories insufficiently tested. We said that we are working on this problem, as are hundreds of other people, but that we are not now ready to claim that we can predict successful managerial action on the basis of any classroom activity.

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[REDACTED] appeared to accept our doubts and our position on this point.

e. Establishment of an Executive Development Program.

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[REDACTED] was interested in our assorted (and uncoordinated) ideas on this topic. They are too numerous and nebulous to reproduce here, I am afraid. However, [REDACTED] seemed content to allow us to ramble

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and speculate at great length without injecting any specific ideas or controversies of his own making.

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3. In summary, the Management Training Faculty feels that [REDACTED] gave us plenty of time and attention; did not attempt to ride any particular horse; listened patiently and with interest to our monologues on the topics in which we as individuals are most interested at present, and in no way limited the discussion to subjects as related solely to OTR.

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